DOCUMENT RESUME

ED 412 160 SO 027 781

AUTHOR	Davis, Barbara; Godfrey, Paul
TITLE	Fuss Busters. Teachers' Guide for Elementary School Peer Mediation. Fourth Edition.
INSTITUTION	Mediation Center, Asheville, NC.
PUB DATE	1994-00-00
NOTE	85p.; For related document, see SO 027 782.
AVAILABLE FROM	The Mediation Center, 189 College Street, Asheville, NC 28801-3030.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Arbitration; *Communication Skills; *Conflict Resolution; Elementary Education; Interpersonal Communication; Law Related Education; *Problem Solving; Role Playing; *Social Studies; Verbal Communication

ABSTRACT

A part of the Fuss Busters peer mediation program, this teacher's guide is designed to increase students' conflict resolution skills. Fuss Busters is intended to help elementary students resolve conflicts in a creative and cooperative manner through reflective listening, defusing anger, brainstorming, and mediation. The guide is designed to help teachers and students increase their understanding of the nature of conflict and conflict resolution styles, expand their peacemaking skills, and establish a sense of classroom community. The guide contains 16 lesson plans on conflict resolution that include a statement of purpose, materials needed, instructional activities and student handouts. The back of the guide provides materials and helpful information. (TSV)

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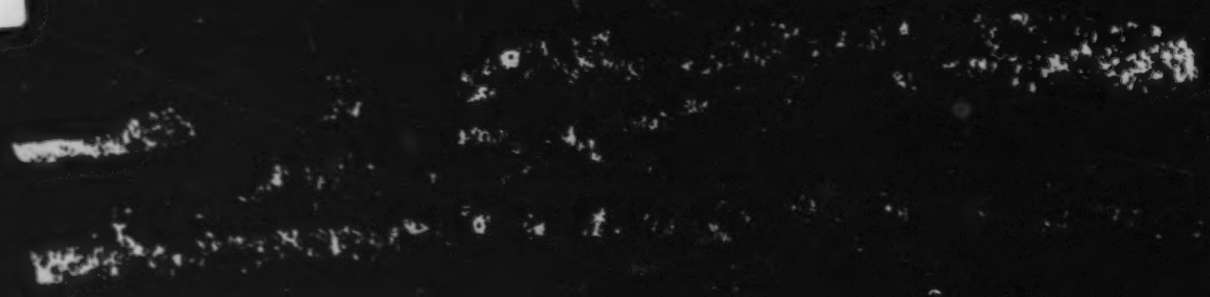

TEACHERS' GUIDE

FOR
ELEMENTARY SCHOOL PEER MEDIATON

BY
BARBARA A. DAVIS
&
PAUL GODFREY

SO 027 781

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FUSS BUSTERS

TEACHERS' GUIDE

For Elementary School Peer Mediation

First Edition 1987
Second Edition 1989
Third Edition 1990
Fourth Edition 1994

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Photographs by Barbara Davis
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The Mediation Center
189 College Street
Asheville, North Carolina 28801-3030

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CREATIVE CONFLICT RESOLUTION IN THE CLASSROOM

Imagine a classroom where the children manage and resolve their own conflicts without your assistance. Imagine an environment which allows you more opportunity to deal with instruction and requires less of your time for disciplinary issues. Picture a classroom in which children at odds with one another choose to work together on solving their disputes. Such a setting can take shape in your classroom through the institution of an in-class peer mediation project.

Information in this **Teachers' Guide** is based on the premise that children, given the necessary instruction and direction, are capable of solving their own problems and conflicts in a creative and cooperative manner. The material contained in the Guide is designed to help:

- increase your understanding of the nature of conflict and conflict resolution styles,
- expand your peacemaking skills,
- establish a sense of classroom community that will not only reduce conflict, but help children to respond creatively, and,
- assist you with the establishment of a "**Fuss Busters**" project in your classroom and school.

MODELING COLLABORATIVE PROBLEM–SOLVING SKILLS TO THE STUDENTS

It is not easy to glean from several hours of instruction or a set of written materials, the skills and information necessary to bring collaborative problem-solving/conflict resolution into the classroom. That task is not accomplished by the sole presentation of information to students. The task, if accepted on a theoretical/philosophical level, is all-encompassing. It requires that we, as educators, model a collaborative approach to conflict resolution every day, throughout the day, with students in our classroom.

Students don't live in a world in which this approach to dispute settlement is viewed as the norm. In fact, they go home to systems (familial and societal) which value other forms of problem-solving. Unfortunately, the most often modeled form of conflict resolution takes shape as an adversarial one.

Today's children turn on the television set and see cartoon characters that beat each other on the head. They go to movies in which Rambo techniques for dealing with conflict are demonstrated. They read in the newspapers of countries fighting one another. And it is not uncommon for them to see adversarial methods of conflict resolution used at home between mom and dad, brother and sister, or parent and child.

As educators, we know the power of learning through modeling. Our own conflict resolution skills were probably models of those used by our parents or those modeled by other important persons in our lives. As teachers, we can have important influences on our students. Certainly, this collaborative approach to conflict is not appropriate in all cases. But such a strategy does have a wiser application than is currently in use. It is a way which brings people together for win/win answers to their shared concerns.

If, as role models, we can exemplify conflict resolution styles which are assertive and cooperative, at least we give students examples of other options for use when faced with conflict situations.

C O N F L I C T

CONFLICT

When we think about "conflict" many of us think in negative terms–that conflict is bad, that it causes pain, that it leads to unhappiness or disappointment, or that it should be avoided. Conflict is natural. Any two or more people living, working, or playing together will eventually have a difference of opinion, a conflict. It is common. Our culture is full of conflict. It is the substance of television and movie plots, political debate, and fairytales, and it will not go away.

Consider that:

> Conflict itself is neither good nor bad; it merely exists. It is the way we deal with conflict that determines whether it is a positive or negative experience. We have some control over how we deal with conflict.

Conflict is the main motivator for change and can be a very positive influence. Conflicts in nature result in beautiful sea shores and sculptured valleys. Conflicts between people can result in increased awareness and understanding. Conflicts at work can result in improved systems or designs. Without conflict the world would be a dull place.

Breakdowns in communication are either causes of or aggravating factors in many conflicts. To begin to approach conflict effectively and collaboratively, we must communicate with each other This involves both active listening and nonjudgmental speaking, clear, nonthreatening statements, and an effort to hear the other person's point of view.

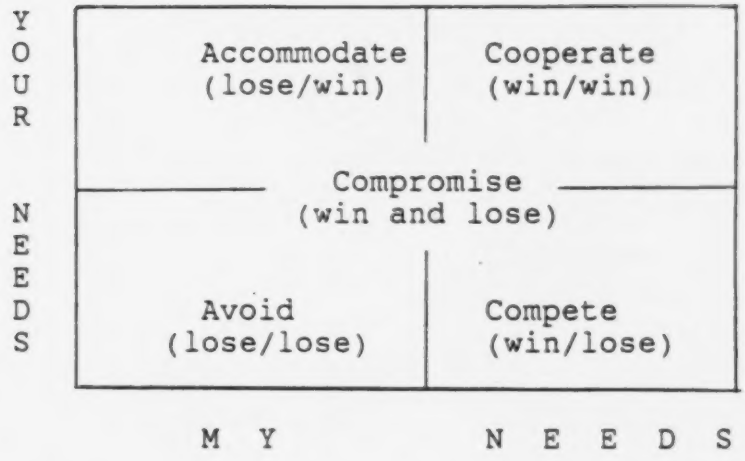
> "People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other."
>
> The Reverend Dr. Martin Luther King Jr.

(USE LESSONS 2 & 3)

CONFLICT HAPPENS....

How Will You Handle It?

CONFLICT RESOLUTION STYLES



The choice is YOURS !!

F E E L I N G S

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FEELINGS

There are many different feelings and emotions. They are all valid and important to the person feeling them. We do not choose how we feel, but we can choose how to act upon those feelings. In other words, we can choose how we behave.

We often give children the message that we should mask our feelings and not let others know when we are upset, sad, disappointed, etc. However, it is okay to talk about feelings. In fact, it is good to talk about feelings so that they do not build up inside and explode inappropriately.

People, young and old, have a need to be heard, to be understood, and to ventilate their feelings. Sometimes we need to help others do this so that they can talk about problems when they arise rather than suppress them or react with physical violence. Many people are not used to discussing their feelings.

Verbal expression of feelings is the first step toward nonviolent problem solving. Some ways that you can begin to discuss the world of feelings with your students follow.

Have a class discussion of questions such as:

- What are feelings?
- Why do we have feelings?
- Are feelings positive or negative?
- What are some feeling words? (Have the children each think to themselves of three feeling words. Then go around the class and ask them to say one of those words. It's OK if they repeat a word someone else said, but encourage them to try to think of different words. Make a list of their feelings on newsprint or posterboard for later reference.)
- What happens when we feel angry or upset and do not talk about those feelings?
- Why is it a good idea to talk about feelings?
- How can you let someone know that they are doing something that bugs you / makes you mad /hurts you /irritates you?
- And for anger specifically:
  - What makes you angry?
  - Can you feel when you are about to get very angry?
  - What do you usually do when you are angry?
  - What are some good ways to express anger?

(USE LESSON 4)

IN TOUCH WITH FEELINGS

Abandoned
Affectionate
Afraid
Amazed
Angry
Annoyed
Anxious
Ashamed
Bad
Bashful
Betrayed
Bitter
Brave
Burdened
Calm
Cheated
Clever
Concerned
Confused
Content
Contrary
Crushed
Degraded
Delighted
Desperate
Determined
Disappointed
Discouraged
Distracted
Discouraged
Doubtful
Embarrassed
Energetic
Envious
Excited
Exhausted
Fascinated
Fearful
Fed Up
Foolish
Frightened
Frustrated
Gloomy
Good
Great
Guilty
Happy
Hateful
Helpless
Homesick
Hopeful
Hostile
Hurt
Indifferent
Ignored
Impressed
Isolated
Jealous
Joyful
Lazy
Left Out
Lonely
Loving
Low
Mad
Miserable
Mixed Up
Nervous
Odd
Overwhelmed
Panicked
Patient
Peaceful
Pleasant
Pressured
Proud
Quarrelsome
Refreshed
Rejected
Relaxed
Relieved
Resentful
Sad
Satisfied
Scared
Shocked
Shy
Silly
Skeptical
Surprised
Suspicious
Threatened
Trapped
Upset
Vulnerable
Worried

COMMUNICATION

"I" MESSAGES

Communicating in a Non-Threatening, Yet Assertive Manner

Did you ever have one of those days when a student, coworker or friend did something that really threw a wrench into the works? Maybe it was the way s/he spoke to you, or maybe a decision was made and you weren't consulted. Perhaps a student came into your classroom while you were in the middle of a parent conference. Maybe a student continually interrupts the class. Whatever the disturbance, it is easy to find oneself in the middle of just such a conflict. Picture the following scene:

Example #1

> You are in the middle of a class lecture in which you are reviewing material to be covered in an exam. You are covering information that the class has had a difficult time understanding. Throughout the first five minutes you have noticed Robert talking to the student next to him. Having addressed him one time already about this behavior, you decide it is time to do something about it.

TEACHER: Robert, you make me so mad! I have told you to stop interrupting the class. I expect you at afterschool detention tomorrow for 30 minutes.

In this instance, the teacher has just sent Robert a "YOU" Message. This form of communication can put Robert (or any recipient of such a statement) on the defensive. It is a combative message that gives the listener the impression of being judged or blamed.

When a "YOU" Message is sent, the listener does not think about making a decision to change, but instead thinks about defending himself or herself. This serves no useful purpose to the speaker or listener. What it does do is encourage an escalation of anger between the parties.

Perhaps another form of communication with Robert would have a different effect.

Example #2

TEACHER: Robert, I feel frustrated and aggravated when I am covering important material and your talking interrupts both me and the class. It may keep folks from understanding some important material for Monday's test.

"I" MESSAGES - (CONTINUED)

In this example, the teacher has just used an "I" Message. Notice the difference between what was said to Robert in Example #1 and what was said in Example #2. With the "I" Message, the teacher has expressed feelings, needs, and concerns in a non-threatening manner. Robert hears that he has not done what was expected, and maybe he feels bad about it. But that is quite different from feeling as if the teacher thinks Robert is a terrible or incapable person. With an "I" Message, Robert is inclined to be much less defensive. This sets the stage for dealing with such a conflict in a more collaborative mode.

A "YOU" Message blames or criticizes the listener. An "I" Message is a clear and non-threatening way of telling people what you want and how you feel. It is specific and takes a non-judgmental attitude toward the situation. Such a message is more likely to result in a positive change in the listener's behavior and less polarization.

- An "I" Message is a clear and non-threatening way of telling people what you want and how you feel
- An "I" Message is specific and takes a non-judgmental attitude toward the situation. Such a message is more likely to result in a positive change in the listener's behavior.
- A "YOU" Message blames or criticizes the listener.

CONSTRUCTING AN "I" MESSAGE

How you construct an "I" Message will naturally depend on the situation. You may want to change the order in which you give the parts of the message, but basically it will take the following form:

I feel (state the feeling) . . .
when you (state the specific behavior) . . .
because (state the impact on your life).

This form may feel stilted or uncomfortable for you. Once you have the concept of an "I" Message you can deviate from the form and integrate the nature of the message into your own way of being. The important thing to remember is that with a communication tool, you take responsibility for your own feelings, and describe specific behavior, rather than making sweeping generalizations. State your perspective rather than blaming the listener.

(USE LESSON 5)

ACTIVE LISTENING—THE FUSS BUSTER'S FRIEND

Fuss Busters are called upon to help disputing parties clarify issues, understand needs and interests, and find a final accord to their shared concerns. This is no easy task, and to accomplish this feat the Fuss Buster must utilize an effective system of communication—one that is effective in both the receptive and expressive modes.

Mediators/Fuss Busters use **active listening** as a method of responding to what parties say during the mediation session. Folks in the midst of a conflict are often caught up in the emotion of the situation. They have had little time or opportunity to process exactly what the issues surrounding their predicament are. By using active listening, mediators help parties understand not only the content/facts of their conflict, but also how the other is feeling about the dispute. If they did not feel one way or the other about the conflict there would be no conflict in the first place!

Advocates of active listening propose that there are two parts for each spoken message. One part of the message is the **content** or **fact**. The other part is often not expressed. This is the feeling that lies behind each message. In general, people don't tell you how they are feeling about an issue, but indeed there is a **feeling** behind many of the things we say. An active listening response is one that identifies the content of the speaker's message and identifies a possible feeling underlying the message.

EXAMPLE

PARTY: If Timmy doesn't help me with this report like he is supposed to, we are both going to get in trouble, and I don't want a bad grade!

FUSS BUSTER: You are **worried** because Timmy is not helping you with the report, and you are **concerned** that you might get a poor grade.

As you can see, the Fuss Buster rephrased the content of the disputant's message, and at the same time identified some possible feelings (worried and concerned) which were left unspoken by the disputant.

By showing the party that you are not only listening to what is said, but that you are also trying to understand the feeling behind what is said, the party then knows that you truly do hear them. In addition, it allows the person to process how they are being understood. If the mediator is wrong in their choice of feeling words, that is fine. The party will let you know.

ACTIVE LISTENING - (CONTINUED)

Example

PARTY: Worried, well maybe so . . . , but I'm also mad at Timmy. He knows how important it is to get good grades in school.

As you can see, in this example the Fuss Buster was not correct in the choice of a feeling word, but, it did open up the door for further clarification on the part of the disputant.

Active listening is a tool that helps the speaker to process what they are saying and to clarify any misconceptions the listener may have as a result of their statements. At the same time, a Fuss Buster's active listening responses provide the other person involved in the conflict with the opportunity to hear clarifying statements from a neutral person (the Fuss Buster). Often it is easier to listen to a neutral third party than to someone you currently consider an adversary.

When you are responding actively you want to reflect the underlying feelings and the content of the message. There are several ways to do that, but an active listening formula for a statement might look as follows:

You are feeling _____(feeling word)_____

When _____(summary/reflection of message content)_____

Fuss Busters are responsible for keeping the flow of the session moving along. Using active listening skills will help to achieve that goal.

(USE LESSONS 6-10)

A N G E R

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LISTENING SKILLS FOR DEFUSING ANGER

The **CALM** method for defusing anger is actually an extension of the active listening skills discussed earlier. People who are angry are unable to work toward resolution as long as they remain hostile. And...if we react defensively to their actions, we are probably going to evoke additional emotions of hostility from that person. When faced with the task of defusing another person's anger, we must first make the commitment not to become entwined in her/his anger ourselves. **CALM** works as follows:

C **Calm** Yourself First . . . Don't Get Defensive.

Suspend all judgment
Commit yourself to calming the other person
Remember that resolution can not happen as long as the individual remains angered
Be as relaxed as possible
Display an open style of body language

A **Acknowledge** the Importance of What the Other Party Is Saying

Use eye contact
Ask them to tell you more about the situation
Show your concern for their needs

L **Listen**, Actively

Let the person vent
Listen for information being shared
Do not interrupt

M **Make** Sure You Understand

Clarify and summarize the party's concerns
Use feeling words (**empathize**) which demonstrate your want to understand the angered person
After summarizing ask them if you have understood their position

The angered individual wants to be understood. Demonstrating your intentions to suspend judgment, and to understand that person, without becoming angered yourself, will help to defuse their anger. **CALM** requires a conscious effort on the part of the listener to set aside their needs, momentarily, and to attend to the angered person's needs.

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(USE LESSON 11)

A B C's OF SOLVING CONFLICTS

ABC's OF SOLVING CONFLICTS

Introduce Yourselves as Fuss Busters and ask if they want to work on solving the problem with you.

Rules:
1. One person speaks at a time
2. Talk to the Fuss Busters
3. Be Honest

A. Ask Questions & Actively Listen

- ASK: "What Happened?" "How did it make you feel?"
- ALWAYS Summarize after each person talks !!
- NOW: Say what the MAIN CONCERNS are

*****BRIDGE THE GAP WITH A POSITIVE STATEMENT*****

B. Brainstorm Solutions

- Get Ideas From Each Party, Lots of Them
- List The Ideas

C. Choose Solutions:

- Be Specific (Who-Where-When-How-How Much)
- Be Realistic
- Write down the final solution they choose
- Read it back to them
- Thank them

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SETTING THE STAGE TO ACT AS A FUSS BUSTER

The concept of conflict resolution through the assistance of a neutral third party (the Fuss Buster) may be new to parties. Until now, they have taken their problem(s) to the authority (teacher, aide, counselor, principal, etc.) for assistance or they have fought them out.

Working in pairs, Fuss Busters will take steps to set the stage for a mediation. They must first be comfortable with the idea of working in pairs. It is their responsibility to decide before any mediation how they will follow the process. Upon seeing a conflict in progress the Fuss Busters will:

- Ask the parties if they would like to solve their conflict with the teacher or with the Fuss Busters,
- Move the parties away from any other group of students (this is done to keep the session as confidential as is possible),
- Explain the Fuss Buster process (we are here to help you resolve your conflict in a neutral way, we will not take sides, we will help you to listen to each other, we will ask you to follow certain ground rules),
- Explain the ground rules (agree to work with the Fuss Busters and try to solve the dispute peacefully, to speak one at a time—not to interrupt one another, to talk directly to the Fuss Busters, and to be honest),
- After explaining the ground rules, get the parties to agree to follow those rules,
- Ask the parties if they have any questions before mediation begins.

ASK QUESTIONS & ACTIVELY LISTEN

The Fuss Busters are now ready to begin the mediation. They have received permission from the conflicting parties to provide Fuss Buster services, and the ground rules have been explained and agreed upon by all parties.

At this point the parties are asked to explain to the Fuss Busters what their conflict is about. Fuss Busters decide who is to begin the talking. The Fuss Buster might begin by saying "**What happened here**?" and "**How does that make you feel**?" During this phase of the mediation process, the Fuss Buster is to use active listening skills and rephrase the parties' statements, remembering to add a feeling word to their active listening response (example: "So you're feeling angry because Tomika stepped in front of you in the lunch line").

- Ask one party to explain what happened (explain that all parties will have equal time),
- After the first party has explained the conflict, give an active listening response that summarizes both content and feeling of the disputant's statement,
- Turn to the other party, ask them to talk about the conflict, and give that party an active listening response,
- Share mediating responsibilities with your Fuss Buster partner,
- Balance the session so that each party has ample time to discuss the issues,
- Summarize, in neutral fashion, the main concerns as you, the Fuss Buster, understand them, and ask the parties if there are any more issues that need to be dealt with, and
- Summarize areas of disputant agreement.

BRAINSTORM POSSIBLE SOLUTIONS

Up to this point in the process, parties have had an opportunity to vent their frustrations and to clarify (hopefully) their positions. The fussers may be concerned that no progress has been made, but just the fact that the children are talking about their difficulties is a big step in the conciliation process. It is now the role of the Fuss Buster to highlight the positive aspects of the session and to point out similarities shared by the parties.

A positive manner on the part of the Fuss Buster may well be the key to keeping the process on course. By building the will to continue through emphasizing the positive, and by helping the parties to focus on the issues identified earlier in the process, the Fuss Busters establish the tone for the next step—brainstorming.

After summarizing concerns/issues and focusing on the positive aspects of the session, the Fuss Busters will move on to brainstorming:

- Explain the rules for brainstorming solutions to the conflict and get the parties to begin thinking about solutions to their dispute. Example: Okay, Jimmy we know that your main concern is how Amie calls you names while you are in the lunch room. Amie, we know your main concerns are that Jimmy pulls your hair. Now we want both of you to think of ways to solve this problem. The rules for brainstorming are to think of as many ideas as possible, and that all ideas are okay, and that ideas are to come from everyone. We will write down each idea as we hear them.)
- Write down each idea as it is given
- Help parties to generate as many ideas as possible making sure not to stop the brainstorming process too early (parties may suggest that after two or three ideas they are satisfied with the solution. In any event, encourage them to brainstorm a more lengthy list of ideas)
- Suggest other possible solutions in general terms and only if an impasse is reached
- Be positive about the possibility of success
- Read back the list of ideas

(USE LESSON 12)

BRAINSTORMING

Brainstorming is a method used to develop a list of creative ideas to resolve a problem or complete a task. It encourages cooperation and participation by all members of the group.

All of us have ideas and all of our ideas are okay. When brainstorming, the goal is to develop a list of as many ideas as possible, without criticism, and in that way to foster a creative atmosphere and stimulate unique solutions to existing dilemmas.

When brainstorming, one person's idea often gives another person an idea, thus suggestions are "piggybacked" until there are many possible solutions from which to choose.

When people brainstorm together, they work together on solutions without having to lose face by acquiescing.

BRAINSTORMING RULES

- All ideas are accepted and not criticized or judged. Do not take time to develop any one idea or throw out any ideas. Accept them all.
- Each person is encouraged to contribute ideas. It is important for everyone to participate and feel that each idea is important and valid.
- Try to get as many ideas as possible. The longer the list of ideas, the better.
- Build on ideas of others. If someone's idea makes you think of another idea, add that new idea...Piggyback.
- Write down each idea, because each one counts!

If students get on a jag of developing obviously unrealistic or inappropriate ideas, refocus them by asking them for "realistic" or "workable" or "possible" ideas, and not "hurtful" ones.

CHOOSE SOLUTIONS THAT WORK FOR ALL

After a list of possible solutions is generated, it is time for the parties to negotiate a resolution based on the ideas brainstormed. Reviewing each idea one at a time, parties select a workable alternative. The Fuss Busters help the parties to develop a balanced and realistic agreement. The agreement should be clear and have enough detail to address the issues surrounding the conflict. Fuss Busters will take the following actions during this final stage of the process:

- **Encourage the parties to select alternatives which appear workable to all concerned;**
- **Check each idea for its workability and assist parties to negotiate out differences** (example: Bill you are willing to pay Paul for the broken pencil but you are not willing to pay Paul the full cost for a new pencil, because the pencil was old and used. Paul, you have heard that Bill will pay you for the pencil, but he feels that you are asking too much. Do either of you have another way to work this problem out?);
- **Check the workability of the agreement; is it doable;**
- **Assist the parties with the specifics of the terms of their resolution (where, when, how, who, etc.);**
- **Ask each party if there are any other issues which need to be discussed;**
- **Emphasize that the agreement is theirs and not yours;**
- **Congratulate the parties for reaching an agreement!**

(USE LESSON 15)

SOLUTIONS

Fuss Busters try to help people find fair agreements to their conflicts. Fuss Busters don't decide what an agreement should be, but they help others to come to what they think is a good solution. If it is possible, Fuss Busters help people to make a balanced agreement. That means that if it is possible, all people in the conflict add something to the solution. It is helpful to phrase the agreement in the disputants' own words.

It is also important to make sure the agreement is specific. If Jill and Linda are arguing over when they are to share a bicycle, a specific agreement might be:

EXAMPLE OF AGREEMENT

Jill agrees to have use of the bike on Tuesdays, Thursdays, and Saturdays.

Linda agrees to have use of the bike on Mondays, Wednesdays, and Fridays.

Jill and Linda both agree to have use of the bike every other Sunday. Jill will have the bike this Sunday, and Linda the next Sunday.

An agreement like the one just listed is a balanced and a specific agreement.

Be sure that everyone understands the agreement. Repeat the agreement to everyone to make sure it is clear. If it is not clear, you may need to write the agreement down.

After the parties have found an agreement, the Fuss Buster lets them know that s/he appreciates the hard work they have just finished. The Fuss Buster also lets them know that the Fuss Buster is willing to help them again if any problem arises.

(USE LESSON 15)

REMEMBER

A good agreement is:

SPECIFIC (when, where, how, how much)

REALISTIC (Ask yourself, "Is it doable?")

BALANCED (Do all parties share responsibility in the agreement?)

REPEATED (to the fussers to make sure all involved understand)

ROLE PLAY

BEST COPY AVAILABLE

SETTING UP ROLE-PLAYS

Setting up role-plays takes organization. Decide what the situation is, who the characters are, what the issues in their conflict are, and which skills you are working on.

Divide the class into groups of four. Have them move quietly into their groups and then listen for further instruction. If they complain about their groupings, remind them that when they are Fuss Busting, they don't get to choose who they are in conflict with, nor whom they co-mediate with.

Make sure the participants are clear about who they are playing, whether it is person A, person B, a mediator, etc. It helps to use an assumed name, so that they do not carry on the conflict after the role-play ends. It helps to use androgynous names so that boys do not have to play girls' roles and visa versa.

Describe the characters' roles, their feelings, and the scene that develops leading up to the conflict. Tell them that it is important for them to play the role realistically, and not to play "stump the mediator." Describe the characters as good people who just have a problem to resolve, but both want to resolve it.

Review what you would like the mediators to do (you can do this in question form: "What is the first thing you will do as a mediator? What are the groundrules? What do you do if someone interrupts another person? In Brainstorming, should the mediators suggest any ideas? Who chooses the solution?").

State the goals of the role-play (to practice the introduction; to get through stage A; to practice active listening; to get through stage B,...) and set time limits. Be sure to leave yourself enough time for processing the role-play after it is over.

Tell them to stay in their roles unless you ask them to come out of the role.

Ask if there are any questions.

GIVING CONSTRUCTIVE FEEDBACK AFTER ROLE-PLAY

Everyone should have a chance to contribute to the discussion, if possible. An effective method for processing follows:

1. Start with the parties and ask them what the Fuss Busters did that was helpful and why that was helpful. Then you might ask them whether something else would have been helpful also.

2. Next ask the Fuss Busters how it felt to be mediating. Ask what worked well. Ask whether they saw any problems and what they could do differently next time that kind of problem arises; and in that way they critique themselves. Help them evaluate the resolution: Do you think the parties can stick to the solution? Do you think both parties feel the solution is fair?

3. Ask student observers what worked well and then what could have been done differently in the problem areas identified in Section 2 above.

4. Finally, give your POSITIVE comments on the practice. Then, if there were any MAJOR problems you observed which have not yet been discussed, ask the students questions about the problem so they can find solutions. If they cannot find an answer, give them constructive feedback, specifying what could be changed and how—be specific. **Try to adhere to a 3 or 4 to 1 ratio of POSITIVE comments to "needs work" comments.**

5. Thank all the students (role-plays can be hard work) and give encouraging remarks.

6. Ask all the parties to the role-play to take off their imaginary role masks and hats and leave the roles behind, not to carry on the conflict any more.

ROLE-PLAYS

FIRE-DRILL

During a fire-drill, when everyone was hurrying down the stairs, A accidentally knocked into B, causing B to fall, hurt his/her leg, and to be laughed at by the whole class.

B was embarrassed and thought A did it on purpose. B threatened by saying "I'll get you later" to A. A at first felt badly about bumping into B, but when B threatened A, A got defensive and called B "a beanhead and a klutz." The teacher comes along, makes them be quiet, and herds them outside. Both feel the other one acted wrongly.

Two Fuss Busters notice the problem and ask them, once outside, if they want to mediate.

SCIENCE PROJECT

A and B were assigned to work together on a science project. A wants to do it on the earth's protective ozone layer, and B wants to do the project on acid rain.

They can't agree on which project to choose. A thinks that B always gets his/her way on class, is the teacher's pet, and wants to do a hard project to show off. B thinks that A just wants to do something simple to get it done quickly, and doesn't care about doing the best job possible.

During the class time when everyone else is busy working on their projects, A and B still can't agree, and end up arguing and eventually shouting at each other.

A and B are both good kids who are concerned about their schoolwork.

ROLE-PLAYS - 2

WATER FOUNTAIN

There is a long line of kids at the water fountain. A is near the front. The person in front of A lets B in line. A gets mad about that and says s/he is going to tell the teacher and pushes B out of line. B calls A a "tattle-tale" and "baby" and pushes A back.

A is really thirsty because A just finished running the track. A waited patiently at the very end of the line even though A had a friend at the front of the line who would have let A in.

B is really thirsty too, but had to go to the bathroom. B asked a friend, Sandy, to save B a place in line while B went to the bathroom. B has been late for class several times and can't afford to be late again.

Both A and B are good students who are just a little tired and thirsty, and it's late in the day, almost time to go home.

THAT'S MY SEAT

You are a Fuss Buster assigned to bus detail, and one day after school you see Jody and Robin fussing over the seat right behind the drive. Robin is calling Jody "a jerk", and Jody is calling Robin "stupid face". By the time you come up on the two, they are standing up, facing each other, and looking as if they want to fight.

Jody's Story: Jody is a 5th grader. S/he is the first kid picked up each day by the bus driver, and gets to the bus soon each afternoon because his/her classroom is closest to the bus. Jody always sits behind the driver, and figures that it is her/his seat. This afternoon Jody got to the bus and Robin was already sitting in the seat behind the driver.

Robin's Story: Robin is a 4th grader. S/he really likes cars, trucks, buses, and anything with engines. S/he has tried to get to the seat behind the driver every afternoon and watch how the gears are shifted, but Jody always beats Robin there. In the morning Robin is on the fourth stop. Today Robin was there before Jody and wants to sit in that seat. Robin also thinks that Jody should share use of the seat with him/her.

ROLE-PLAYS - 3

PLAY BALL

You are the Fuss Busters on duty in the playground during recess and you notice two kids, about 10 years old, fighting with each other. You stop what you are doing and when they see you and your Fuss Buster partner they stop fighting. Neither seem to be hurt, and you notice that one of them has a baseball glove in their hand. The other is asking for the glove back. You hear the child with the glove say, "It's not yours and I won't give it to you." You decide to use your peacemaking skills.

Jamie's Story: Jamie and Sandy came across a baseball glove in the school parking lot about three weeks ago. Since then, Jamie has not had an opportunity to use the glove. Both agreed to share the glove, but to Jamie it seems as if Sandy is always using it.

Today they were paying ball with other kids at school . Jamie was the last one to use the glove so s/he kept it. On the way home, Sandy decided s/he wanted to take the glove home. The fight occurred as a result of this decision.

Jamie and Sandy are good friends, but Jamie feels as if Sandy takes advantage of him/her. Jamie has not been able to take the glove home one time since they found it.

Sandy's Story: Sandy lives next door to Jamie. They have been friends a while and were together when the glove was found. It is not clear who actually found the glove, but both agree that it was found when they were together, and both feel like ownership is mutual. Sandy, however, thinks that s/he can do a better job of keeping track of it and has been taking it home each night.

Sandy feels that Jamie may lose the glove, and would hate that to happen because it is the only glove they have between them.

Sandy likes Jamie and would like to work this out. It is just that s/he is angry right now because Jamie won't listen to reason. Sandy is afraid that Jamie's older brother will take the glove and then neither of them will be able to use it.

ROLE-PLAYS - 4

RAZOR'S EDGE

You find two students arguing on the playground. You ask them to calm down. When you get back into class you see that they have not let up. Instead, they are now calling each other names and one of them is crying. You decide to mediate.

Bobbie's Story: Bobbie is quite upset. S/he decided to go together with Lee to purchase this NEATO pencil sharpener that also had a built-in watch. Bobbie put $2.50 towards the purchase of this item and likes to use it. Since they bought it, Lee has been holding it and doesn't like to let Bobbie use it. At first they shared the item quite fairly, but lately it has been with Lee for two days, and Bobbie is upset about it.

Today on the playground, Bobbie asked for the NEATO. Lee hesitated and an argument began. The teacher asked them to calm down, and Lee reluctantly handed the item to Bobbie. One the way into the building, Bobbie noticed that the clock was broken. This upset her/him more, and when they got into the classroom, the two started arguing.

Bobbie feels upset because the sharpener/watch was broken, and Lee had not told him/her. Bobbie feels cheated for not having full use of the item and wonders how long it has been broken. Bobbie thinks Lee needs to do something about the broken property.

Lee's Story: Lee paid $2.00 towards the cost of the sharpener/watch. Lee felt s/he was sharing the item fairly until the last couple days. Two days ago, on the playground, s/he fell and broke the watch part of the sharpener. Since then, Lee has been keeping it away from Bobbie because s/he is afraid of Bobbie's reaction.

Lee is unsure of what to do. When the teacher told them to calm down, Lee gave the item to Bobbie. There was not enough time before going back into the classroom to explain what had happened to it. When Bobbie became angry, Lee acted defensively and returned the anger.

LESSON PLANS TO ACCOMPANY

FUSS BUSTERS TEACHERS' GUIDE

These class exercises are intended as a guide (along with information in the Teachers' Guide) for teachers who wish to initiate Fuss Busters into their classroom. These exercises are those used by staff of The Mediation Center. This information, as well as other resources documented in the bibliography of the Teachers' Guide can provide the classroom teacher with implementation tools. However, do not underestimate your creative abilities to bring to the classroom new ways of introducing conflict management/resolution. Together with your students, new and exciting learning experiences can be developed collaboratively.

LESSON ONE

INTRODUCING FUSS BUSTERS TO YOUR CLASS

Purpose:
1) To introduce students to the concept of mediation through role-playing a mediated dispute,
2) To introduce students to the instruction surrounding creative conflict resolution through communication and mediation.

Materials: Role-play, two students who have been given instruction on role-playing the dispute

Have two students act out a dispute in the room (you may want to make it seem as if it is a real dispute by not letting other students know that the dispute is being staged).

After the students have gotten into their roles and are at the height of their argument, intervene as a teacher (not a mediator) and solve the dispute in front of the class. You may want to tell the children to stay after school, or do an extra-curricular activity, or even send them to the principal, but whatever you do, do not solve the actual conflict. If possible, create a solution that leaves one child the winner and the other child the loser.

After disciplining the children, turn to the class and process the dispute.

What was the dispute about?
What did student A do that upset student B?
What did student B do that upset student A?
Now that the teacher has disciplined the students, is the dispute over?
Who won? Student A? Student B? The teacher?
Have student A and student B solved their conflict?
Is the conflict finished?
What might happen later between student A and student B?

Now tell the class you will demonstrate another way of helping the students to solve their dispute themselves. Have the students role-play the incident and then you "Fuss Bust" the situation.

Process with the class.
What was the dispute all about?
Did the Fuss Buster solve the dispute?
Who did solve the dispute?
How did the Fuss Buster help them to solve the dispute?
Did either student lose? If so, how? If not, why not?

LESSON ONE - (CONTINUED)

Explain that what the students just saw was a process called mediation.

Explain that mediation:

- Is a win-win way to deal with conflict situations
- Uses a neutral person or persons (Fuss Busters) to assist with the process
- Allows students to help students solve their own disputes without teacher/adult intervention
- Is a confidential process that provides parties a chance to talk out their conflict in a structured manner

Explain that Fuss Busters:

- Are trained to help others develop their own resolutions
- Do not take sides or decide outcomes
- Usually work in pairs
- Can help to make the school a better place to learn

Explain that your class/school is going to start a Fuss Busters project and that you will share with the students skills for acting as a Fuss Buster. Explain that the training will include information on conflict and points of view in conflict situations; identifying and understanding your feelings and the feelings of others; "I" statements; listening; defusing anger; and the A.B.C's of solving conflicts.

Let students know they will be doing role-plays like the one they saw today during the next several days/weeks. Let them know that you value their participation and that in the curriculum on conflict resolution everyone has some special thoughts that are very important and that you would like to hear those thoughts.

The outcome of the training is:

1. To have students trained as Fuss Busters who will be able to help others solve their disputes.

2. To provide students with new options for dealing with conflict in their own lives.

Any Questions????

LESSON TWO

CONFLICT AND CHOICES

A CLASS EXERCISE AND DISCUSSION

Purpose: To have your class begin to think about the term "conflict," how it involves them, and the various ways conflict is resolved.

Materials: Chalk board and an open mind

Explain to the class that for the next few weeks you will be studying conflict and that conflict can be solved through cooperation and mediation.

Ask the class what "conflict" means (difference of opinion or values, an argument or a clash).

Ask you class to name conflicts that are going on around the world and write them up on the board as they are mentioned. Ask the reporting student to tell you and the class a little bit about what they know about the conflicts listed on the board.

After the class has named conflicts on an international level, ask them to talk about conflicts on a national and local level (write the conflicts on the board as they are presented).

After national and local conflicts are mentioned, ask them to talk about conflicts that occur at school and at home (list on board).

Questions to the class

How are national and international conflicts similar to the types of conflicts we see at school and at home?
How do nations solve their conflicts?
How do communities solve their conflicts?
How do students and families solve their conflicts?

LESSON TWO - (CONTINUED)

CONFLICT AND CHOICES

Discussion

Explain to the students that individuals and nations have CHOICES for dealing with conflict. They can compete (have wars or fight where there are winners and losers); they can avoid each other (the conflict is not addressed in this case and no one wins); they can accommodate the other party (give in to the wishes of the other country / person, lose-win); they can cooperate with each other and satisfy as many needs of each other as they can (collaboration, a win-win way of dealing with conflicts). Fuss Busters help folks to cooperate with each other.

Homework

Have students write about a conflict they observe on television or at school. Who was involved? What did each party want? How was it resolved? What would a win-win solution be?

CLASS EXERCISE AND DISCUSSION

Acting Out Conflict

Have the students act out events that led to the conflict. Freeze action when the conflict starts and have those involved brainstorm alternative words and actions that would avoid the conflict. Ask them to use words to say what they want or how they feel. If necessary, you can get the whole class to help brainstorm solutions.

Active Listening With Fairytales, TV or Movie Plots

Change the outcome of fairy tale conflicts, movie or TV endings by acting the parts of the main characters, then freezing action at the moment of conflict and talking about how the characters feel. Proceed, letting the characters either tell each other how they are feeling or by letting them reflect verbally how the other character seems to be feeling. Let the students invent a new outcome to familiar stories.

LESSON THREE

UNDERSTANDING CONFLICT—POINTS OF VIEW

Purpose: To have students look at all sides of a conflict.

Materials: Cassette Tape or CD

Read the following scenario to your students. Ask them to listen very closely:

> Tim and Jamie are brothers and they share the same bedroom. Their folks have just bought a bunk bed to go in their room and Tim and Jamie are discussing who should get to use the top bunk.
>
> Tim: I am the oldest, and, because I am the oldest, should get to have the top bunk! After all, at school they only let the old students get to be safety patrols, and that is a rule. I should get the top bunk because I am the oldest. Besides that, you just got a new chest of drawers, and I still have my old beat-up dresser.
>
> Jamie: No way, Tim! You may be the oldest, but you are also a restless sleeper. You move around all the time when you sleep, and, because you want to be on the top bunk, when you move the whole bed will shake and I won't get to sleep. And besides that, you just got a new bike and I got your hand-me-down old bike, so I should get first choice on the top bunk.

Process with the class

Who thinks Tim should have the top bunk? Why?
Who thinks Jamie should get the top bunk? Why?
Could Tim and Jamie both be deserving of the top bunk?
Who is right and who is wrong?

Can we be in a conflict with someone and neither of us be wrong?

Example: Differences in opinion about how Italian food tastes, liking one song more than someone else likes it, etc.

LESSON THREE - (CONTINUED)

UNDERSTANDING CONFLICT, POINTS OF VIEW

Discussion

In conflicts, it is not uncommon for one person to feel that s/he is right and the other person is wrong. When we cooperate and/or collaborate with the people we are in conflict with, we try to understand their needs and concerns and at the same time share with them our own needs and concerns. As Fuss Busters, it is your job to help fighting parties understand each other's needs and concerns.

EXERCISE

Using a cassette or CD player, play two different songs for your class. Now ask the class which one they like better. Process with the class why one group likes one song and why other students like the other. Is either party wrong?

Set a chair in the middle of the room and have the students sit around the chair. Now ask the students to draw a picture of the chair. Compare the pictures. Is one person's perspective more right than another person's perspective? Is anyone's perspective wrong?

LESSON FOUR

THE FEELING GAME

Purpose: To enhance understanding of emotions, and to begin to be comfortable with discussing them.

Materials: Newsprint and markers

Have your students brainstorm as many feeling words as are possible while you list these words on the newsprint (see the enclosed list of feeling words and add some to the list on the board if the class has not generated at least 20 feeling words). As each feeling word is generated, ask the student to explain when he or she might experience it.

Pantomime

After generating a long list of feeling words, call on a volunteer from the class to come to the front of the room. (Throughout the curriculum and class exercises, make every attempt to involve all students as volunteers for classroom fun!) With the first volunteer, whisper one of the feeling words to her/him (without letting anyone else hear the word) and then direct her/him to pantomime the feeling word to the class. The other students are to guess the feeling that is being acted out. Students are not to call out their guesses until called upon by you. The student who correctly guesses the feeling word is asked to come up and to pantomime the next feeling word.

This activity helps students to:

1. Identify feeling words and to process the meaning of the words
2. Attend to nonverbal cues which may underlie a conflict

REMEMBER to reflect the answer of each student response in a positive manner.

Example	Student:	Is the feeling excited?
	Teacher:	So you guess excited. That's a good feeling word Teresa, but no. . that is not the feeling being acted here.

Group Pantomine

Have 4 students come up front and "freeze" in a certain emotion. Point out similarities in their body language (clenched fist, eyes looking down, tight shoulders, etc.).

BE A MODEL OF COMMUNICATIONS SKILLS WHICH ARE ALSO POSITIVE EXAMPLES FOR CREATIVE CONFLICT RESOLUTION

LESSON FOUR - (CONTINUED)

THE FEELING GAME

EXERCISE

FEELINGS

Fill in the Blank With a "Feeling Word"
(Remember, there are no right answers in this exercise)

1. My friends say I should beat him/her up, but that makes me feel _____.

2. I feel _____ when I hit a home run!!!

3. I feel _____ when the teacher asks me a question can't answer.

4. I feel _____ when I am home alone at night.

5. I feel _____ when I get a big hug from mom/dad/grandmother.

6. When I am standing in the lunch line, waiting my turn, I feel _____ when someone cuts in front of me.

7. When a very good friend moves away, I feel _____.

8. When it is almost time to catch the school bus and I am not even dressed, I become _____.

9. It makes me _____ when I get a good report card.

10. When a cashier gives me too much change, I feel _____.

Homework

Write a feeling word that begins with each letter of the word

F _____

E _____

E _____

L _____

I _____

N _____

G _____

S _____

LESSON FIVE

"I" MESSAGES

Purpose: To give students an understanding of how to construct an "I" Message, and to help them see when such statements can be used.

Materials: "I" Message Chart (Prepare an "I" Message chart and hang it in a noticeable place in the classroom)

I feel _____ when you _____

because _____

Start by asking students if they have ever experienced a time when someone did something that made them mad. Give them a couple of examples such as:

> You are standing in line waiting to get a drink of water and someone cuts in front of you.
>
> You go home after school and you are in a hurry because you saved a piece of cake from the night before to eat as a snack. When you get home you find out that your brother has already eaten it.

Ask the students how they handle just such a situation. Reflect their responses. Read the following scenario to your students, or act it out:

> Tina and Tymeka are playing basketball when Rashad comes up and takes the ball away from Tina and Tymeka. Rashad is just kidding when he does this, but Tina doesn't like what Rashad has done and she says so to Rashad:
>
> Tina: "Rashad, you make me so mad . . . you jerk. All you can ever do is come around and ruin our fun, and you do that all the time. Who do you think you are? You must think you are the boss or something."

Process with the students the following:

How do you think Rashad will react to Tina when he hears her call him a jerk? Does calling Rashad a name solve the problem between Tina, Tymeka, and Rashad?

LESSON FIVE- (CONTINUED)

"I" MESSAGES

Explain to the class that what Tina just used with Rashad was a "You" Statement. "You" Statements are judgmental, blaming, and are apt to result in a defensive reaction from those who receive them. "You" Statements are not cooperative forms of communication and they may not create an atmosphere conducive to problem-solving.

Read the scenario back to the students and then process the following questions.

How do Tina and Tymeka feel about what happened with Rashad? What exactly did Rashad do (specifically, what were his actions)? What is the outcome for Tina and Tymeka when they don't have the ball?

Ask the students how Rashad will react to the following statement from Tina:

> "Rashad, I feel upset when you take the ball
> from us when we are in the middle of a game
> because it interrupts what we are doing and
> keeps us from continuing our fun."

Will Rashad be angry? Did Tina blame him? Did Tina Call him a name? Will Rashad become defensive from what Tina said?

Explain that Tina just used an "I" Message with Rashad. Make the following points to the class:

- "I" Messages do not blame and are not judgmental
- "I" Messages identify a feeling the speaker is experiencing (I feel upset)
- "I" Messages are specific in that they identify a specific behavior (when you take the ball away from us when we are in the middle of a game)
- "I" Messages explain the consequence of a specific behavior (because it interrupts what we are doing and keeps us from continuing our fun)

Refer to the information on "I" Messages in the manual and the "I" Statement chart in the class room, and explain to the class how an "I" message is constructed.

LESSON FIVE- (CONTINUED)

"I" MESSAGES

Read the following scenarios to the class and ask students to suggest "I" Messages that might fit the situation.

- You go home after school excited about eating a piece of cake you had saved from the night before. When you get home you find your brother has eaten the cake.
- You are watching your favorite show in television when your sister comes into the room and changes the channel.
- You are standing in line to get a drink of water when a friend cuts in front of you just before it is your turn to get a drink.

Pass out the following statements to the students and have them write their own "I" Messages. Process the work with the full class.

Homework

Ask the students to use an "I" Message sometime tonight, and to share it with the class tomorrow.

LESSON FIVE- (CONTINUED)

"I" MESSAGES

WORKSHEET

Design an "I" Message for each of the following situations:

1. Your sister comes into the room where you are watching TV, and she changes the channel. You were watching a very exciting show when she changed the station.

   I feel (felt) _____

   when you _____

   because _____

2. Your friend does not show up to meet you at the mall. You had your mother give you a ride to the mall and were supposed to meet your friend.

   I feel (felt) _____

   when you _____

   because _____

3. A friend borrowed $3.00 from you and promised to pay it back in one week. You really need the money and it has been three weeks since s/he borrowed it. You see him/her and tell him/her you would like him/her to pay and s/he says, "Ah, you will get your money when I am ready to pay it."

   I feel (felt) _____

   when you _____

   because _____

4. Your mom tells you that you cannot spend the night with your friend, two days after she already told you that you could.

   I feel (felt) _____

   when you _____

   because _____

LESSON FIVE- (CONTINUED)

"I" MESSAGES

"I" MESSAGE WORKSHEET (2nd Page)

5. You are standing in line, waiting to get a drink of water, when another student cuts in front of you.

   I feel (felt) _____

   when you _____

   because _____

6. You are sharing your favorite dessert with a friend, and the next thing you know, your friend has eaten all of the dessert and left you nothing.

   I feel (felt) _____

   when you _____

   because _____

7. You work real hard to do your homework and always have it done for class. The teacher never calls on you. This hurts your feelings because you feel prepared. After class you decide to go talk to the teacher.

   I feel (felt) _____

   when you _____

   because _____

8. Your best friend in all the world has just told you that s/he must move away because her/his dad is taking a new job in a different town. You will really miss this friend and you want to let your friend know about it.

   I feel (felt) _____

   when you _____

   because _____

LESSON SIX

THE NONVERBAL COMMUNICATION GAME

This classroom game encourages students to pay close attention to the nonverbal communication clues we receive. For a few minutes with the class, talk about nonverbal communication (head nodding, folding arms, waving of a hand, etc.), and how we communicate much of the time without even speaking. Ask students to share ways that they communicate without talking. After a couple minutes, ask for a volunteer who will help with the Nonverbal Communication Game.

Ask the volunteer to leave the classroom and wait outside until s/he is asked to return to the room.

Demonstration of Nonverbal Communication Game

Bring a sturdy chair to the front of the room in view of all the students. Then explain to the class that the volunteer is to pay attention to your nonverbal communication and follow your directions. Let the class know that you will have the volunteer sit in the chair, and without talking to her/him, you will instruct the volunteer to stand up, walk around the chair three times, stand up on the chair, jump down, walk around the chair three times in the opposite direction, and then sit back down in the chair.

Call the volunteer back into the room and explain to him or her that you will not be talking to them, but he or she is to do what you direct him/her to do. During the demonstration, use only your face and body to get the message across to the volunteer. While the exercise sounds difficult, it is really quite easy to do. Allow the volunteer to ask you questions which you can answer with a shake of the head, yes or no. You will discover ways to communicate to the volunteer the simple task explained above. Praise the volunteer for paying close attention to you. After successfully completing the task, ask him/her how he/she knew what to do (another discussion on nonverbal communication should follow the demonstration).

Now divide the classroom into teams of two. If possible, have students pair up with persons who they do not sit next to. Then bring five teams to the front of the room. (This will leave several teams seated. Their turn to take part in the exercise will come later.)

Ask one person from each team to leave the room. Tell the remaining team members that they are to communicate with their partner without talking, or without using their hands. They can shake their heads yes or no to respond to teammate questions. They are to stand in a line in front of the room, and are not to move throughout the entire exercise. Then give each individual team member three tasks to communicate to their partner.

LESSON SIX - (CONTINUED)

THE NONVERBAL COMMUNICATION GAME

Example

- To team A: I want your partner to walk around my desk two times, then go across the room and sit in the corner by the trash can, then get up and walk over to the filing cabinet, and then return to his/her seat.

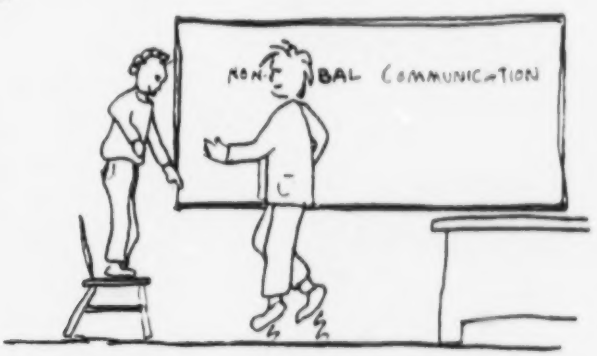
- To team B: I want your partner to go to the book shelf, then go to Diana's seat and walk around it one time, then go to the trash can and put his/her foot in it, and then go back to his/her seat.

- To team C: I want your partner to go to the middle window and put his/her nose against the pain of glass, then go to the pencil sharpener, then to the coat rack and then return to his/her seat.

Give instructions to each team (five teams is the maximum number to use at any one time). Then call in the partners and tell them:

> You are to do what your partner says. You may ask yes/no questions that your partner can answer by nodding or shaking his/her head. Your partner may not use his/her hands to communicate with you. Your partner must stand in the same place in the room and may not move. You are to move wherever your partner signals you to move, and you are to do what your partner signals you to do. You will have three tasks to perform. Any questions? Ready? Go!

The rest of the class will observe a very funny exercise in nonverbal communication. After all teams have completed the exercise, process the exercise with the students. (What did your partner do that helped you do your task? What was difficult to understand? How could it have been communicated to you differently? etc.). After processing the exercise, bring five more teams up to take part in the Nonverbal Communication Game.



LESSON SEVEN

LISTENING FOR CONTENT—THE RUMOR GAME

Purpose: To give students the opportunity to build upon/improve their listening skills, and to demonstrate how messages change and rumors start.

Materials: Chalk board or newsprint

Class Discussion

Ask the class what types of mistakes they think people make when they try to listen, and list their responses on the board/newsprint. The students may say things like: not listen, interrupt, or the like. Other mistakes that are commonly made (and you will want to list these things if not brought up by the students) are changing what we hear, not remembering what we hear, or making judgments (jumping to conclusions) about what is said.

The Rumor Game

Ask for five volunteers who are "good listeners." Ask them to leave the room and wait outside until you call them back in. With the volunteers outside the room, explain to the class that you will call the volunteers into the room, one at a time. You will read a statement to the first volunteer, and that volunteer is to tell it to the next volunteer, who tells it to the next volunteer and so on, until the final volunteer repeats the statement to the class. (This is a fun activity because the first statement is usually miles apart from the final statement.) The audience's job is to see what was left out, added, or judged.

Sample Statement:

> I was coming out of the corner store after school when I saw Jamie, who was walking down the street, being stopped by a police officer. The officer's car had its blue lights flashing and the officer was pointing a finger at Jamie and talking loudly.

(Note whether Jamie is judged to be a male name, whether police officers are judged to be male, whether Jamie is judged to be a child or an adult, and whether time-of-day gets changed.)

LESSON SEVEN - (CONTINUED)

Process with the class the following questions:

- Was the statement changed? How?
- Was information added to the statement? Subtracted?
- Was the information judged (i.e. Did someone say Jamie was a boy? Did they say it was a policeman? Did they say Jamie was in trouble? From the information shared, none of this can be ascertained.)

Ask the class how changed stories can cause conflicts (as in gossip). Can the students give examples of how people change stories and then a conflict results from that.

Full Class Participation

Read passages from a book (two to three sentences long) or passages that you make up, and ask for volunteers to repeat the content of the message. The class can then volunteer what was added and/or left out from the repeated message.

LESSON EIGHT

LISTENING

PURPOSE: To teach students to listen for content, and develop good listening skills.

MATERIALS: Newsprint, markers

Tell the class you will be focusing on listening. First you will demonstrate, and then they will practice.

Ask for a volunteer to come up front and talk to you for several minutes about something very important to them.

1. First, be a Poor Listener (no eye contact, distracted, butt-in, look at your watch, . . .)

   Ask the class how you did, and how you could improve. List their ideas on the board or on newsprint.

2. Ask the volunteer to talk to you again. This time be a Good Listener (turn toward the speaker, nod, make eye contact, summarize content and feelings of the speaker).

   Ask the class how you did, and what worked well. Add to the list if new ideas come up.

3. Tell students to pair up and practice this same task. Discuss how it felt NOT to be listened to, how it felt to BE listened to, and what the listeners did that worked well.

4. Title the newsprint "Good Listener" and hang it next to the list of "Feeling Words" from Lesson 4.

LESSON NINE

INSTANT REPLAY—AN ACTIVE LISTENING GAME

PURPOSE: To practice good listening skills.

MATERIALS: Prepared statements to use for listening practice

PREPARATION: This exercise should be presented after you have worked with students on feelings (what feelings are, why it is good to know what we feel and to be able to talk about feelings. Discuss feelings after a long list of feeling words has been made, and preferable following pantomimes of feelings). Students should also have practiced a simple listening exercise. Discuss the importance of listening in good communication and resolution of conflict.

Active Listening

Active listening involves reflecting back to the speaker the content, as well as the emotion, of the message in order to:

1. Clarify the listeners' understanding of the situation,
2. Bring feelings out in the open so that can be dealt with and
3. Encourage ongoing discussion of the problem.

Write out, for your use, many statements which listeners can summarize in terms of the emotional impact and the content. Vary lengths and difficulty for experience and age levels of listeners.

Write on the blackboard:

INSTANT REPLAY

1. Summarize
2. Guess the Feeling

LESSON NINE - (CONTINUED)

INSTANT REPLAY—AN ACTIVE LISTENING GAME

Playing the Game

In TV show fashion, pretend to hold a microphone and say one of the prepared statements. Hold the microphone up to a student and have him/her do an Instant Replay. If necessary, help them out by repeating the statement or asking them what you said or how they think you felt, then have them repeat the whole Replay.

Have the "audience" give them a big round of applause when they complete the Replay. Go on to the next student. You can also play this "Baseball" style.

Processing

Discuss how it felt to students to play Instant Replay, whether it was easy or hard, and why; why it is good to talk about feelings and whether they already used the Instant Replay approach in real life without realizing it. Suggest they try it within the next couple of days at home or school or play, and report back on how it worked.

Sample Statements

I lost my new jacket and my Mom's gonna kill me.

I've got a test tomorrow and I'm not ready.

I saw Troy walking down the street with someone else and I though s/he was my boyfriend/girlfriend.

I loaned him $10 and he still hasn't paid me back.

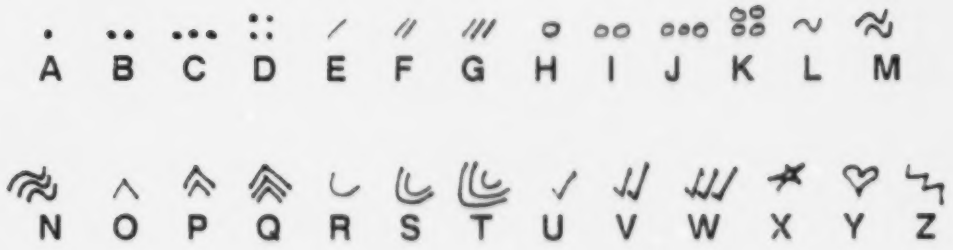
I don't understand! I thought I was going to be captain of the team, and today, just before the game started, I found out that Lee was captain. It's not fair!

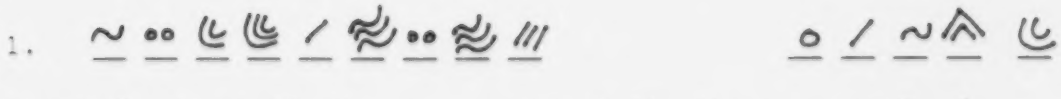
Make sure the listener says, out loud, a feeling word.

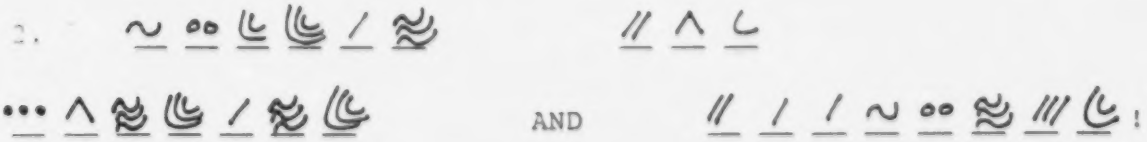
LESSON NINE- (CONTINUED)

FUSS BUSTERS HOMEWORK SHEET Name _____

Crack the code of these messages:



1. 

2. 

Practice Active Listening at least one time every day. Plan to give an example of how it worked the next time we have Fuss Busters.

LESSON TEN

ACTIVE LISTENING PRACTICE

PURPOSE: To practice good listening skills.

MATERIALS: Prepared statements for listening practice

A. In pairs, have students practice Giving an Active Listening Response to the following:

1. I was playing outside during break. A kid I didn't know came over and made me get off the swing.

2. I was right in the middle of a computer game that I've been working on for a long time, and I made more points than ever before. Then Tony came and told me to move because it was his turn.

3. I walked into the room from the art class, and Jan called me a name, right in front of everyone.

4. My friends got to the table at lunch before me. There weren't any chairs left, so I had to eat lunch by myself.

5. (Use some statements you overheard students saying recently.)

6. I loaned Andy $2.00 on the field trip last week, and he still hasn't paid me back. I asked him for the money today, very politely.

7. We have a spelling test this afternoon, and I haven't learned the words yet. I asked Tara to help me study them, and she said she didn't want to. She's supposed to be my study partner for today.

8. I worked real hard on my homework and when I got to school, Jody asked me if he could copy it. I told him no, but he took the paper and copied it anyway. Then, when the teacher saw that Jody and me had the same answers, s/he gave me a zero for my grade, and it is all Jody's fault.

9. I was watching my favorite television show and my dad comes in the room, and he didn't ask me if it was okay or not and he turned the TV off. He told me that I could not watch television anymore that night and that I had to go to bed. That wasn't right.

B. Ask if any of the pairs wants to demonstrate their listening response to the rest of the class.

LESSON ELEVEN

"CAN WE TALK?" BASEBALL—A DIFFERENT ANGER GAME

PURPOSE: To practice defusing anger

MATERIALS: Chalkboard, angry statements

PREPARATION: Discuss anger (what it is, how we behave when we're angry, how it feels when someone is angry with us). Discuss effective and ineffective methods of handling anger. Write out angry statements for your use, using situations that students may really experience. Discuss the rules below and explain the game. Write on the blackboard:

RULES

Don't Get Defensive
Let the Other Person Vent
Listen

BASE HITS

1. "You're really mad because _____?"

2. "Can we talk about it?"

Playing the Game

Have the kids select places in the room to serve as bases (3 bases and a home plate). Review the rules. Line up batters. Pitch an angry statement that you've prepared. The batter up should respond appropriately by not getting defensive, letting you vent, listening, then rephrasing and asking if the two of you can talk about it.

Call a foul or strike if the batter does not follow the rules or does not give an appropriate response. But don't let anyone strike out—you may need to assist the batters somewhat.

Batters take a base (or 2 or 3 for exceptional responses) then the next batter is up and tries to get the base-runners home. When a batter comes home, they score a point for the team or get a reward.

LESSON ELEVEN - (CONTINUED)

"CAN WE TALK?" BASEBALL

Variation

Have one half of the students line up as batters and the other half as pitchers. Have the pitchers each think of an angry situation or hand out slips of paper with angry statements to pitchers. Then one pitcher pitches to one batter until the batter gets a hit, and the pitcher goes to the end of the batters' line, and when a batter gets home, they go to the end of the pitchers' line.

After they have gotten the hang of the game, urge them to go ahead and talk through the situation when they are up to bat, using active listening and brainstorming solutions until the problem is resolved.

Sample Statements

Yesterday when I loaned you my bike, you said you would bring it right back. I waited two hours and you still didn't bring it. My mom was really mad. I'm never going to loan you one more thing!

I don't appreciate you telling stories about me behind my back! You're always talking about me, and I could say a lot worse about you, but I don't talk about people.

Why didn't you pick me up to go to the movie like you said you would? I'm sick of making plans with you and being stood up.

I don't understand. I mean, I thought that I was going to be captain of the soccer team. Today, just before the game starts, I find out that Sherman is captain. It's not fair.

My brother is always picking on me and he doesn't ever stop. Sometimes it gets real bad. I talk to mom and dad about it, but they tell me to forget it or try to ignore it. This morning he started to bother me again!

We broke up yesterday and I have not been able to eat or sleep. I thought that we were supposed to be going together, but the other day I saw her/him walking and holding hands with someone else.

I was walking out the door yesterday afternoon, and before I could do anything, Jeff came up from behind me, and he hit me! Now I am waiting to see him, and I will get even with him, and I don't care if they suspend me from school either.

LESSON ELEVEN - (CONTINUED)

"CAN WE TALK?" BASEBALL

Sample Statements - (2nd Page)

I let her use my new bike yesterday, and she said she would bring it back real soon. I waited for two hours and she didn't bring it to me. Then last night I heard someone knock on our door. I went outside and there was my bike with a flat tire! It had a scratch on it too!

Every time they hit the ball out here to right field, Ross gets in my way. He won't let me catch the ball, and he yells at me and calls me stupid. He wants me to drop the ball. It's hard for me to try to catch the ball when he is yelling at me.

Sharonda and Freida told my friends that I took the books from the library without checking them out. They are lying. I never took books from the library. Now my teachers think I am a thief.

I was with Carlotta at Sears and she told me to look out for the store workers. Then, she took a pair of pants and stuck them under her shirt and walked out of the store. I didn't know what to do about that.

This is what happened. I went to Derrick and asked him to use two tennis rackets, one for me and one for Tina. Then Eric comes and takes the rackets from me and Tina. When he did that, I hit him.

LESSON TWELVE

BRAINSTORMING

Purpose: To introduce students to the concept of Brainstorming as a creative problem solving tool.

Discussion: Ask students if they have heard of brainstorming. What does the word sound like it might mean?

They can think of brainstorm as a "Rainstorm of Ideas." Lots of ideas are pouring down, and each idea is valuable. They all collect into a bucket, without stopping to judge individual ideas (or raindrops), until the rainstorm has ended and all possible ideas have been collected.

The goal of brainstorming is to develop a list of lots of ideas about solving a particular problem, and to get input from each person. The way to do that is to make it easy and fun to contribute ideas, not to judge or reject any ideas (except maybe hurtful ones).

Discuss Piggybacking - the phenomenon of one person's idea giving another person a new idea and that idea stimulating other new ideas.

Exercises

1. Ask the class to brainstorm (while you make a list on the board of all the ideas expressed) on a variety of topics, such as:

- Feeling Words (emotions)
- Possible solutions to a problem the class is experiencing (noise in the lunchroom, a better system for water fountain breaks, selecting seats on the bus or in the library, pushing in line....)
- Uses of recycled cans, paper towel tubes or bottles, or of bubble gum
- Ways of measuring the height of a tall building
- Uses of peanut butter or brick.

(Variation: ask students to write the list on the board to get them used to accepting all ideas without criticism)

LESSON TWELVE- (CONTINUED)

BRAINSTORMING

2. As preparation for mediation, put students into groups of three, have one person act as a mediator whose task it is to get the other two to brainstorm possible solutions to a problem that you define, (any problem, such as a theme for a class party, what to do about having too many gerbils, how to design a new eating utensil). Remind them that the mediator does not contribute ideas! The goal is to develop a long list of ideas, without evaluating any ideas.

Process Exercise #2 by asking how many ideas were developed. Review some of the ideas to show that there may be some similar ideas developed by the groups, and some very different ones—there is not one right answer. Ask whether it was hard for the mediator to not contribute ideas.

Now switch and have a different person in each group of three be the mediator with a task of getting the other two to brainstorm possible solutions to a new problem, which you define, until each student has had an opportunity to lead brainstorming.

LESSON THIRTEEN

NEUTRALITY

Purpose: To explore the concept of mediator neutrality.

Materials: Written fact situations

Discuss with the Class

What does neutrality (not taking sides, being fair, being impartial) mean? Why is it important?

Concept Development

Develop the concept of neutrality and bias by brainstorming examples of how the word "neutral" has been applied:

A. Colors
B. Acid - Base
C. Car gears
D. Umpires etc, in sports
E. Countries (Sweden...)
F. Current Events

Demonstrate

Demonstrate breaking up a fight and taking one student's side versus breaking up a fight and not taking sides. Discuss the impact of each method with students—whether the problem was resolved, how both of the fighters felt, what the differences in the methods were, and why neutrality is important.

Exercise

Write out one fact situation describing a hypothetical conflict or problem between students A and B; copy the one situation onto 3 slips of paper.

On one slip of paper, instruct the student to describe the situation in an unbiased, neutral way.

On another slip of paper instruct the student to describe the situation from person A's vantage point, telling what happened. On the other slip of paper, instruct the student to describe what happened from person B's vantage point.

Have the students tell the story, one at a time. Discuss with the class what the differences were; how bias affects the description; what neutrality is about; why it is important for the mediator to remain neutral; how you can feel drawn to one person's side and still give the appearance of neutrality.

This lesson plan was developed by teachers at a Fuss Busters workshop in Asheville, NC in August, 1989.

LESSON FOURTEEN

INTRODUCING THE A B C's TO STUDENTS—PART ONE

Purpose: To teach the students the steps in acting as FussBusters, and to give them the experience to role-play the skills.

Materials: **Teachers' Guide**, large poster with the "Stages of Mediation" process explained, copies of "A B C's" for the students, two students prepared to act as disputants for a demonstration role-play, and one other party familiar with the process to act as a co-mediator

Part One:	Setting the Stage to Act as a Fuss Buster; Asking Questions and Actively Listening to Identify Issues

Pass out to the students a copy of the "A B C's" (page 69, **Teachers' Guide**). Remind the students to save their copies for later use. Using the **Teachers' Guide**, review the first two steps of the mediation process with your students.

> ***An especially difficult task for children is to be able to identify the issues/main concerns surrounging a conflict situation. Make sure you stress the importance of being able to recognize not only the feelings of the disputants, but also the parties' main concerns.***

Ask if there are any questions. Upon completion, model these first two steps in a role-play.

Process with the students the following questions:

- What did the Fuss Busters do to set the stage for mediating?
- What ground rules did they use? (If they didn't use ground rules, ask the students what ground rules should have been used.)
- Were the mediators neutral?
- Who did they talk to first?
- How do you decide which person to talk to first?
- Did the Fuss Busters use active listening? What feeling words did they identify?
- What main concerns were identified?
- What could the mediators have done differently?
- Are there any other comments from the students?

LESSON FOURTEEN - (CONTINUED)

INTRODUCING THE A B C's TO STUDENTS—PART ONE

Divide the class into groups of four. Identify who will be the Fuss Busters and who will be the fussers (parties). Follow the information in the **Teachers' Guide** and have the students role-play the first dispute through stage A. Ask each group to raise their hands when they have completed the role-play through stage A.

Process the role-play utilizing the **Teachers' Guide** information "Giving Constructive Feedback After Role-Play."

Using another role-play, have Fuss Busters and fussers change roles, and allow the new Fuss Busters to mediate the first two steps of the A B C's. Process, same as above.

LESSON FOURTEEN - (CONTINUED)

INTRODUCING THE A B C's TO STUDENTS—PART TWO

Part Two:	Brainstorming Possible Solutions and Choosing Solutions that Work for All.

Ask the students to get out their copy of the A B C's and to following along as you review the stages. Using the **Teachers' Guide**, review stages B (Brainstorm Possible Solutions), and C (Choose Solutions that Work for All) with your students.

Do not forget to explain "Bridging the Gap."

> ***A difficult task for children is to be able to get the parties to come up with ideas during the brainstorming and also to remember to repeat the solution to make sure it is clear to all parties. Make sure you stress the importance of getting ideas from the parties, not from the Fuss Busters.***

Ask if there are any questions. Upon completion, model "Bridging the Gap" and Stages B and C for the class. You may want to complete the role-play you used when modeling the first two stages.

Process with the students the following questions:

- Did the Fuss Buster bridge the gap? If so, how? If not, how could s/he have done it differently?
- Who gave the ideas for a solution?
- What ideas did the disputants develop?
- Can you think of other ideas?
- What was the final solution?
- Did anyone lose?
- Did anyone win?
- What could have been done differently?
- Are there any other comments from the students?

Divide the class into groups of four. Identify who will be the Fuss Busters and who will be the fussers. Follow the information in the **Teacher's Guide** and have the students role-play an entire mediation through Stage C. Ask each group to raise their hands when they have completed the role-play through Stage A. At this point, process with the groups what the parties' main concerns are, and move them into the final two stages. Process the role-play utilizing the **Teachers' Guide** information, "Giving Constructive Feedback After Role-Play."

Using another role-play, have Fuss Busters and fussers change roles, and allow the new Fuss Busters to mediate the entire process. Process, same as above.

LESSON FIFTEEN

WHAT MAKES A GOOD AGREEMENT

Purpose: To process with the students the elements of a good agreement, and to give students the opportunity to process with each other the elements of a good agreement.

Materials: Role-play, newsprint

Divide the students into groups of four for the upcoming role-play. Give each group a large piece of newsprint and a water-soluble marker.

Review the elements of a good agreement with your students.

Prepare fussers and mediators for the role-play and tell them the goal of this role-play is to complete an entire mediation, and that the agreement is to be written onto the sheet of newsprint. Upon completion of the role-play, have each group post their agreements on the wall. Process the mediation with the students as usual (See Role-Play section of this guide). After processing the role-play, turn your attention to the written agreements, and one-at-a-time review each agreement in the manner below.

> ***** A word of caution: Be very tactful when reviewing these agreements. The mediators worked hard to Fuss Bust the situation and it is difficult to receive feedback on the finished/written product. This is a technique we use with our adult trainees, and we find that they, too, can be uncomfortable with this exercise.***

Process posted agreements as follows:

- Congratulate them on their hard work, and tell them you appreciate them sharing their agreements.
- Review each agreement, mentioning a minimum of three positive remarks from each agreement.
- Ask the students if any of the agreements are the same? If so, why do you think that is? If not, why do you think that is?

LESSON FIFTEEN - (CONTINUED)

WHAT MAKES A GOOD AGREEMENT

- Review again the elements of a good agreement.
- Ask students to suggest ways they might change an agreement (in terms of specificity, balance, workability, future focus).
- Sometimes (often) students will interject what they would have wanted in terms of outcome or agreement. Do not focus on outcome, except as it related to specificity, balance, workability, future focus.
- Provide specific constructive feedback to the class as a whole about how an agreement might be reworded to reflect the elements of a good agreement.

LESSON SIXTEEN

CONFIDENTIALITY

Purpose: To gain greater understanding of confidentiality, and practice resisting pressure from others to reveal what happed in mediation.

Materials: None

Discussion of Confidentiality

1. Discuss with the class what "confidential" means (private—not necessarily secret). What is the opposite of confidential (public information, gossip)? Why is confidentiality important? Let the students know they can discuss information from mediation with their teacher, but cannot discuss it with other students.

2. Ask: What's Hard About Having to Keep Information Confidential?

   (It may be tempting to tell, friends may pressure you to tell, or your parents may ask.)

3. Ask: How might you respond if you feel someone is pushing you to tell something told to you in confidentiality?

   Discuss how the students might say, "It's private information. You wouldn't want me to tell if you were in the mediation."

4. Practice

   Practice a short role-play in pairs where a friend pressures a Fuss Buster to tell what the mediation was about. One of the role-players could say this: "I won't be your friend anymore if you don't tell me" or "I tell you everything, why can't you tell me!"

E T C .

ABC's OF SOLVING CONFLICTS

Introduce Yourselves as Fuss Busters and ask if they want to work on solving the problem with you.

Rules:
1. One person speaks at a time
2. Talk to the Fuss Busters
3. Be Honest

A. Ask Questions & Actively Listen

- ASK: "What Happened?" "How did it make you feel?"
- ALWAYS Summarize after each person talks !!
- NOW: Say what the MAIN CONCERNS are

*****BRIDGE THE GAP WITH A POSITIVE STATEMENT*****

B. Brainstorm Solutions

- Get Ideas From Each Party, Lots of Them
- List The Ideas

C. Choose Solutions:

- Be Specific (who-where-when-how-how much)
- Be Realistic
- Write down the final solution they chose
- Read it back to them
- Thank them

FUSS BUSTERS:	PARTIES:	DATE:
_____	_____	_____
_____	_____	_____

HANDOUT FOR PARENTS OR FACULTY
FUSS BUSTERS

What is Fuss Busters?

Fuss Busters is an elementary school program of instruction for students (in grades 3 or 4 through 7), teachers, and principals on creative conflict resolution skills—reflective listening, defusing anger, brainstorming, and mediation. The goal of the program is to help students learn to be "peer mediators" for resolution of problems that arise in the classroom or on the playground.

Why is There a Need for "Peer Mediators?"

Everyday, teachers are faced with countless interpersonal disputes between students—name-calling, pushing, rumors, seating conflicts, playground controversies, etc. These disputes are very disruptive. Fuss Busters helps children learn to resolve conflicts themselves, with a minimum of classroom disruption. The solutions are usually longer lasting then teacher-imposed sanctions because in mediation the parties design their own resolution. It is a "win/win" approach to conflict.

The rationale behind the program is that children are quite capable of resolving their own conflicts, when given the opportunity and some helpful tools to use; and that when they take responsibility for solving their own problems, they learn skills needed to better cope in the adult world, and they grow from the experience.

Unfortunately, there a few role models for effective problem-solving in our society —television and movie plots depict problem-solving by dramatic means, such as violent confrontations or elaborate schemes to avoid consequences. Authoritative or abusive methods of discipline often occur at home. Fuss Busters encourages teachers to model effective, creative problem-solving and to relate the information in a variety of subject areas throughout the day.

Is Fuss Busters Useful?

Certainly interpersonal conflict is not confined to the playground or the classroom. When children learn creative conflict resolution skills, they also learn critical thinking skills—how to evaluate a situation, how to listen to another person's point of view, how to verbalize feelings, how to develop options and make responsible decisions, so that when conflicts arise they are equipped to handle them effectively.

Does Fuss Busters Work?

Teachers using Fuss Busters report that "in addition to positive self concepts being developed, we are engaged in optimum instruction since we do not have to deal with minor conflicts. Not only have we seen students developing good self-discipline, but we have also received some very positive feedback from the parents."

WHAT ARE TEACHERS AND STUDENTS SAYING ABOUT FUSS BUSTERS?

4/26/93

Dear Kim,

Thank you for answering out questions about the mediation center. You are a very nice woman, I'm sure. I'm also proud of my class. We hardly ever fight any more, but it's all thanks to the tireless efforts of Fuss Busters!

Your friend,
Cody

10/16/92

Most of the students are working well and contributing to the class in a positive manner. Fuss Busting is helping as we all learn to communicate our needs and feelings more clearly to one another.

Carol Bennett
4th grade teacher
Isaac Dickson Elementary
1992/93 Teacher of the Year, Asheville City Schools

November 1992

When conflict situations arise, Fuss Busters is proving to be a wonderful solution. Now students are empowered to solve most of their own conflicts with very little, if any, teacher assistance. The students appreciate being able to solve their own problems. We have been very pleased with the results. It is making a difference!

Mark Levin and Debbie Shingler
5th Grade Teachers
Carolina Day School of Asheville North Carolina

IMPLEMENTATION

→Some Commonly Asked Questions←

How should instructional units be set up?

It is recommended that units be introduced in the order as they appear in the **Teachers' Guide**—that is, first a unit on Conflict—what is it, how is it usually handled, are traditional methods of conflict resolution useful in all situations, how can conflict be viewed as opportunity; next a unit on Feelings—why are they important, how can we talk about feelings, how can we understand other people's feelings; then Communication—how to express our own feelings in an assertive yet non-threatening manner. Listening skills are a crucial aspect of effective problem solving, it pays to spend time on listening practice; then Anger—how can we know when someone is mad, what makes you mad, how can an angry person be calmed down so the problem can be discussed (Remember to model effective communication skills when angry or upset, by using "I" messages); and finally, putting it together in the "A B C's of Solving Conflicts" with additional time spent on understanding Brainstorming, Confidentiality,and what makes a good Solution.

It takes time to cover these elemental building blocks of creative conflict resolution; but the benefits are multiplied throughout the school year and the rest of the students' lives. An hour a day for 2 to 3 weeks will be an investment well spent.

How should students be selected as Fuss Busters?

The beauty of peer mediation is that it is a skill attainable by a broad spectrum of students. Top students as well as lower achieving students can master the interpersonal skills required. Students who had presented behavioral problems in the past have risen to the occasion of straightening up their behavior in order to have the privilege of being a Fuss Buster. Negative role models as well as popular kids make good mediators.

The key to being a good mediator is the ability to remain neutral, to listen while disputants talk about their feelings and what happened, and then to guide disputants in developing their own options for settlement.

It is strongly suggested that the whole class receive instruction in peer mediation, so that everyone has the information and vocabulary necessary to resolve conflict. Fuss Busters may be selected by the day, half week, or week. It is hoped that many students will have an opportunity to mediate throughout the school year. Mediators should not be selected by classmates as a popularity contest!

More confident mediators can be paired with less confident ones. In fact, co-mediation (paired mediators) should be utilized, because it is easier for the mediators, safer, and carries less likelihood of skewed results.

IMPLEMENTATION - (CONTINUED)

What types of conflicts are appropriate for Fuss Busting?

Playground disputes over hurt feelings or shared use of equipment, lunchroom disputes over spilt milk or name calling, hallway disputes over water fountain lines or accidental bumping, classroom disputes over whose pencil is it or pushing, or other interpersonal problems which pose no threat of physical injury to either disputant or the mediators. Brainstorm with your class about when to (and when not to) use mediation.

How should student mediators be supervised?

This is a tricky question. Students need room to talk privately with their peers in mediation, yet teachers need to have a sense that disputing students are treated fairly and that mediators are not abusing power. Some teachers send students out in the hall to mediate, where the teacher can monitor the tone of voice used, yet continue with the classroom lesson at hand. It is a good idea to check in with the class regularly about how the project is going and whether any revisions are needed.

Why train all the students in class?

The Fuss Buster model was created so that all students would benefit from the important information within the curriculum. Other conflict management approaches train "selected" students to receive the training. At The Mediation Center we hold the belief that this information is important for each person in the class. And, while presenting the information to a large group is more difficult than presenting it to a "chosen few," the benefits of teaching "life skills" can not be underestimated.

....A Final Note....

We would love to hear from you regarding what works, what doesn't, and how you creatively adapted the Fuss Buster model to your situation. Please write (The Mediation Center, 189 College Street, Asheville, NC 28801-3030), and we can all learn from each other's experiences.

SAMPLE LETTER TO PARENTS

Date

Dear Parents:

We are about to begin a unit on Conflict Resolution called "Fuss Busters." Your child will be learning key concepts in interpersonal problem-solving, to enable him or her to work and play together with other children more harmoniously.

Some of those concepts: being aware of conflicts, talking about emotions, being an "active listener," learning about anger management (recognizing what makes them feel angry, learning how to deal with anger, defusing anger), sharing feelings without blaming, brainstorming ideas for solutions, accepting other people's point(s) of view, and helping kids resolve conflicts without fighting.

We are looking forward to presenting Fuss Busters, and feel that it coincides well with our philosophy of empowering each child to develop his or her fullest potential.

Don't be surprised if your child begins to interact in a more cooperative way with others—in fact, please let us know if you notice an impact from this unit.

Best regards,

POSTERS

FUSS BUSTERS A B C'S of Problem-Solving classroom posters are now available. Hang it up to remind students of the mediation process and to designate a peacemaking space in your classroom.

To order a poster or posters, please send $8.00 plus $1.00 per poster for shipping and handling to: The Mediation Center, 189 College Street, Asheville, NC 28801-3030.

Please send me _____**FUSS BUSTERS: ABC's of Problem-Solving** classroom poster(s) to:

Name: _____

Address _____

_____

Enclosed is _____

RESOURCES

Alternatives to Violence: A manual for teaching peacemaking to youth and adults by Kathy Bickmore and the Northeast Ohio Alternatives to Violence Committee, Cleveland Friends Meeting, 10916 Magnolia Drive, Cleveland, OH 44106. Copies $6.95 plus $1.00 postage and handling

Conflict Resolution Teachers' Guide by Helena Davis, Community Boards for Policy and Training, 149 9th St., San Francisco, CA 94103.

Creative Conflict Resolution: More than 200 activities for keeping peace in the classroom K-6 by William J. Kreidler, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025

Creative Conflict Solving for Kids by Grace Contrino Abrams, Peace Education Foundation, Inc., Box 19-1153, Miami Beach, FL 33119.

Curriculum on Conflict Management: Practical methods for helping children explore creative alternatives in dealing with conflict, ages 6 through 12 by the Human Development Training Institute, 1727 5th Avenue, San Diego, CA 92101.

Elementary School Conflict Managers Program by Community Boards Center for Policy and Training, 149 Ninth Street, San Francisco, CA 94103

The Friendly Classroom for a Small Planet: A handbook on creative approaches to living and problem solving for children by Priscilla Prutzman, M. Leonard Burger, and others, Avery Publishing Group, Inc., Wayne, NJ

Implementing a Conflict Managers Program by the School Initiatives Program, Community Board Center for Policy and Training, 149 Ninth Street, San Francisco, CA 94103.

Law in the Classroom, Activities and Resources, revised by Mary Jane Turner and Lynn Parise, 855 Broadway, Boulder, C0 80302.

Peer Conflict Resolution Through Creative Negotiation: A Curriculum for Grades 4-6 by Sandy Kalmakoff and Jean Shaw, School Peacemakers Education Project - 1987, Public Education for Peace Society, P.O. Box 2320, New Westminster, B.C. V3L 5A5 Canada.

The National Association for Mediation in Education (NAME), 205 Hampshire House, Box 33635, University of Massachusetts, Amherst, MA 01003-3635. NAME publishes a bimonthly newsletter and also maintains a library of resource materials. The organization has published an annotated bibliography of materials available in the area of mediation and education.

ORDERING INFORMATION / TRAINING WORKSHOPS

FUSS BUSTERS Teachers' Guide was developed and compiled by Paul Godfrey and Barbara Davis, The Mediation Center in Asheville, North Carolina, for use in elementary schools to implement Fuss Busters peer mediator projects. With the Fourth Edition, curriculum and lesson plans are included within **FUSS BUSTERS Teachers' Guide** . To order copies of the **FUSS BUSTERS Teachers' Guide**, send $18.00 per copy, plus $2.00 for postage & handling per copy to The Mediation Center, 189 College Street, Asheville, NC 28801-3030.

The Mediation Center is a nonprofit charitable organization which offers training and mediation services to children and adults. The **FUSS BUSTERS Teachers' Guide**, while available upon order, is designed to accompany the Center's 3-Day Seminar for teachers, counselors, or other educational professionals wanting to implement Fuss Busters in their classrooms or on their campuses. For information, please call the Center (704) 251-6089.

Please send me _____ copies of **FUSS BUSTERS Teachers' Guide**

Mail to: _____

_____

_____

Enclosed is $_____

This is to certify that

Fuss Busters Training

has been completed by

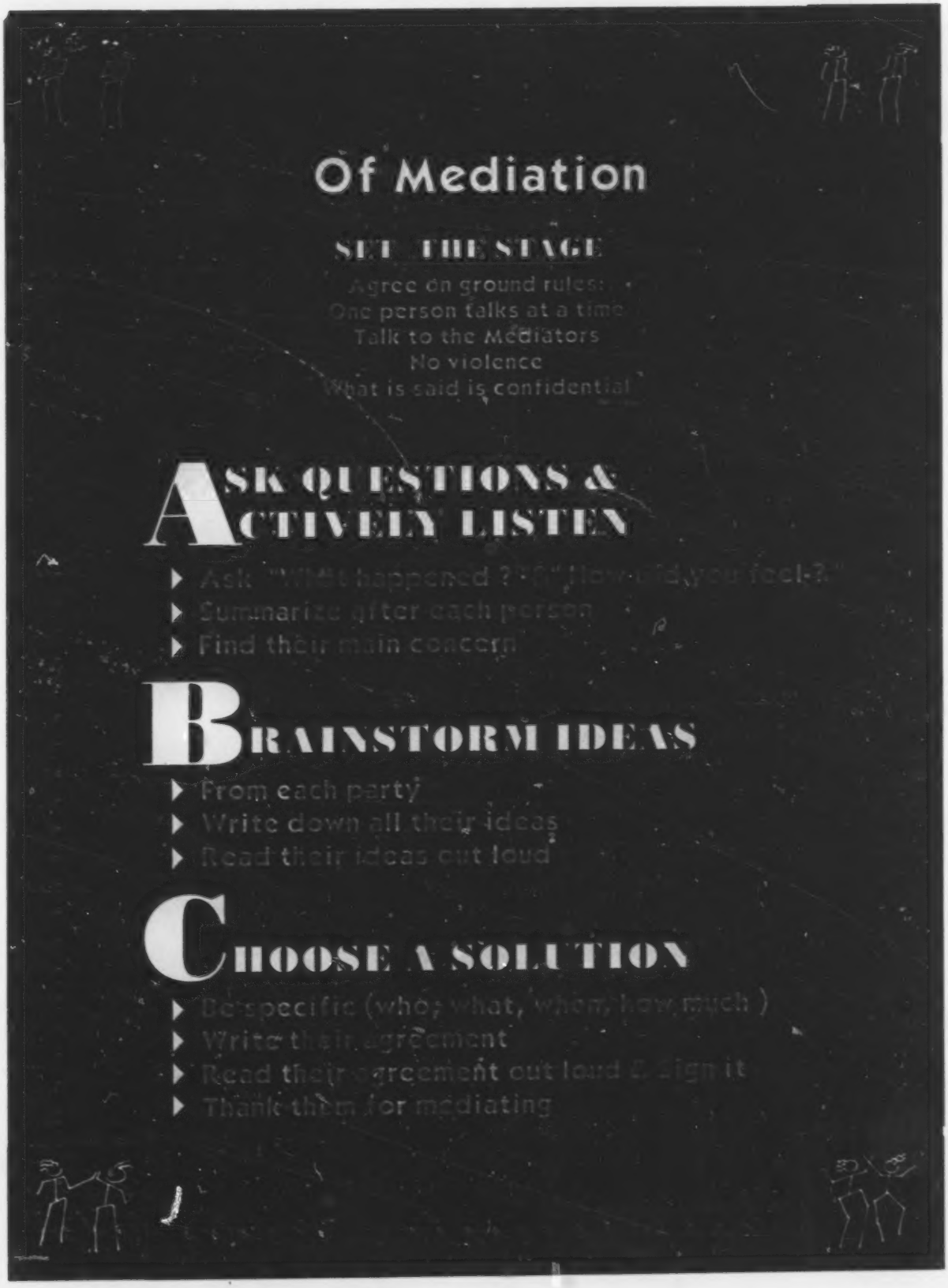
_____

"You may use the ABC's of Conflict Resolution to help others resolve conflicts peaceably"

Presented this _____ day of _____

_____

Teacher


Of Mediation
SET THE STAGE
Agree on ground rules:
One person talks at a time
Talk to the Mediators
No violence
What is said is confidential
ASK QUESTIONS & ACTIVELY LISTEN
Ask "What happened?" "How did you feel?"
Summarize after each person
Find their main concern
BRAINSTORM IDEAS
From each party
Write down all their ideas
Read their ideas out loud
CHOOSE A SOLUTION
Be specific (who, what, when, how much)
Write their agreement
Read their agreement out loud & sign it
Thank them for mediating

BEST COPY AVAILABLE